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a larger attempt to educate in thrift. A chapter on the "Relation of Art to School Activities" contains material for both upper and lower grades.

The theme of the studies is set forth in a paragraph from the Preface. "In speaking of the needs of the modern world, Dr. Dewey says that a democratic society 'must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder.' The object of this volume is to suggest that the aims here defined can be best realized by having a schedule flexible enough to meet special and individual needs, and a curriculum adapted to the demands of each child's mind and spirit."

These *Studies in Education*, formerly called yearbooks, are published annually by the faculty of the Francis W. Parker School. This type of co-operative curriculum study is very desirable, and it would be helpful if similar work could be reported from many schools.

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*Stanford-Binet test material.*—The use of the Stanford revision of the Binet-Simon test has been subject to two difficulties which are now removed. The first of these was the necessity of memorizing the standard form for giving all of the tests, since these were scattered through the larger book, *The Measurement of Intelligence*, and could not readily be referred to during the process of testing. The difficulty of memorizing all of the directions has certainly produced some variations in giving the tests, which, in turn, have modified the results to some degree. These directions are now formulated conveniently in a condensed form<sup>1</sup> similar to that used by the army for the Alpha tests. The use of this manual should make the procedure of giving the tests more uniform and accurate. An important comment by the author should be noted. "It is impossible, however, to warn the inexperienced examiner too emphatically against the dangers inherent in the routine application of mental tests without some knowledge of their derivation, meaning, and purpose. The necessary psychological background for the use of the Binet scale I have tried to supply in *The Measurement of Intelligence*, and in *The Intelligence of School Children* I have explained the practical uses of mental tests in the grading and classification of school children. It is only as a supplement to these books that the procedure of the Stanford Revision is here presented in abbreviated form" (p. 5).

A second difficulty encountered in testing large numbers of school children was the expense of the record booklet. A modified form of this has been provided on a single sheet, which may be used by trained examiners at considerably less expense.

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*Group intelligence tests.*—The number of group tests for mental ability is increasing very rapidly. The point has now been reached where the publication of additional tests needs to be justified by some new or unique characteristic,

<sup>1</sup> LEWIS M. TERMAN, *Condensed Guide for the Stanford Revision of the Binet-Simon Intelligence Tests*. Boston: Houghton Mifflin Co., 1920. Pp. 32. \$1.00.

either in material or procedure. The merits upon which a new test<sup>1</sup> by Dr. Terman rests are, that it was designed particularly for high-school students, although it may be used in the grades; that the items of the tests are highly selected from a very large number of exercises; and that the directions and procedure are simple and convenient. The test is published in two forms, A and B, each of which contains ten groups with a total of 185 exercises. The types of tests included are as follows: "Information," "Best Answers," "Word Meaning," "Logical Selection," "Arithmetic," "Sentence Meaning," "Analogies," "Mixed Sentences," "Classification," and "Number Series." The time required for giving the test is thirty-five minutes. Convenient stencils are provided for scoring.

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## CURRENT PUBLICATIONS RECEIVED

### GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

AYRES, LEONARD P. *An Index Number for State School Systems*. New York: Russell Sage Foundation, 1920. Pp. 70. \$0.75.

BRIGGS, THOMAS H. *The Junior High School*. Boston: Houghton Mifflin Co., 1920. Pp. x+350. \$2.00.

COFFMAN, LOTUS D. *Teacher Training Departments in Minnesota High Schools*. New York: General Education Board, 1920. Pp. viii+92.

CRADDOCK, ERNEST A. *The Class-Room Republic*. London, England: A. & C. Black, Ltd., 4 Soho Square, 1920. Pp. iv+80.

GRIFFITH, IRA SAMUEL. *Teaching Manual and Industrial Arts*. Peoria, Illinois: Manual Arts Press, 1920. Pp. 229. \$2.00.

HANUS, PAUL H. *School Administration and School Reports*. Boston: Houghton Mifflin Co., 1920. Pp. xi+200. \$1.75.

HOLLINGWORTH, LETA S. *The Psychology of Subnormal Children*. New York: Macmillan Co., 1920. Pp. xix+288.

KIRKPATRICK, EDWIN A. *Imagination and Its Place in Education*. Boston: Ginn & Co., 1920. Pp. x+214. \$1.48.

MERIAM, JUNIUS L. *Child Life and the Curriculum*. Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. xii+538. \$3.60.

NUNN, T. PERCY. *Education: Its Data and First Principles*. Edited by A. A. Cock. New York: Longmans, Green & Co., 1920. Pp. vii+224. \$1.90.

NUTT, HUBERT WILBUR. *The Supervision of Instruction*. Boston: Houghton Mifflin Co., 1920. Pp. xvi+277. \$1.80.

RIEGEL, VERNON M. *A Study of Rural School Conditions in Ohio*. Columbus, Ohio: Superintendent of Public Instruction, 1920. Pp. 175.

<sup>1</sup> LEWIS M. TERMAN, *Terman Group Test of Mental Ability for Grades 7 to 12*. Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. 8. \$1.60 for twenty-five copies.